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| Monday | Tuesday | Wednesday | Thursday | Friday |
| MLK | TEACHER WORK DAY  Math: Review measuring and classifying angles  3rd- Classifying and name attributes of a line.  -Mimio power point  Guided instruction angle definition sheet.  Vocabulary-RAY/ Line segment, Line, Point  Assessment(Closure Card): Draw and name a line segment.  4th( -Provide practice solving multiplication and division number stories by using diagrams  Mimio work( guided)-Think Aloud  Sage and scribe  Assessment: pg. 138 # 3) | Math:  3rd CLO: Students will explore various types of angles and classify them based on specific attributes  Language: Students will orally describe the difference between right, scalene, equilateral, and isosceles  “A….triangle has….sides”  Review vocabulary-Intersecting, Ray, Line, Line segment, parallel  Student match figures with definition  Introduce objective  Guided instruction-Part 1 and 2- pg 134  Part 3- In pairs  I do- Discuss and define student examples of triangle(Right/Equilateral)  Students- Classify on the Mimio  Independent Work (MM.174)  Math Boxes-1,5,6 when finished  Closure- An equilateral triangle has…..sides.  4th-Students will practice partial quotients with remainders.  Language: Students will teach and describe the process of partial quotients to a partner in a sage and scribe activity.  “First…Then….Next…”  “There are \_\_\_5’s in 11”  Review: Easy multiples  Vocabulary for division word problems  Whole Group: I model a think aloud for division  \*Students look for mistake  2)Student models a think aloud with the group  3) Sage and scribe with a partner  4) Students work in pairs sage and scribe 5 problems each  Assessment: There are \_\_\_\_10’s in 150 | Math:  3rd: Student explore various types of quadrilateral  Language: “A quadrilateral had \_\_\_sides and \_\_\_ angles”  Review: Students classify types of triangles(place emphasis on tri”  I: Define quadrilateral using pictures and the pre-fix as a guide  Part 1 and 2 on pg. 136 in guided pairs whole group  Part 3: Students complete part three independently in whole group  -When finished have students present examples of rectangles(Rhombus, Square, trapezoid)  Independent work-pg. 177 on their own  Shading Shapes game-When finished  4th-Students practice interpreting remainders in division  Language: “The remainder should be ignored because ….”  Review: Mental Math Division  Math Message  Partial Quotients  -Students check answers with a partner  Explain objective: Students need to understand that remainders mean something  Whole group- Model two problems where the remainder should be ignored and one problem where it should be rounded up  -Model drawing pictures to help guide understanding  -Students work in pairs pg.148  -Re-group and discuss answers  Independent- Interpreting remainders worksheet.  Closure: Bill was buying cookies for his mom. A cookie cost 5 dollars. How many cookies can he by with 42 dollars? | Math:  3rd:  FIELD TRIP |
| Content/Skills:  Developing and inference and supporting with text evidence using full sentences.  Read aloud: Encounter for reading in the afternoon | Content Skills:  Comprehension practice.  “Something is in my closet”  Answering questions in full sentences  Identifying elements of plot | Writing:  SW identify what elements of the story will be included in their draft and discuss orally in pairs and being planning their drafts using a graphic organizer.  Students will practice using a rubric and explain what they ha completed and work to be done.    Language: To be successful, I completed \_\_\_\_\_\_\_\_\_ in my rubric. I need to work on…..  I-Model using the rubric for a students example  Students-Work in groups of three and grade another students example  Independent: Publish final draft | Content/Skills  Read aloud  Wednesday Surprise  Subject Predicate  Practice  -Sort  Using conjunctions  Sentence fluency  And, but, because, so , therefore | Editing practice.  DLI  Nouns/ Verbs  Subject/Predicate  Compose 3 sentences classifying each part of the sentence. |
| RTI:  Telling time review  Play- My time Who’s time  Review perimeter and area  Perimeter and Area investigation table groups  (Task 1: How perimeter can be different, but area is same. | RTI  Time Filler(Mimio)  Area/ Perimeter  Interactive Activity white board  Teach the class(Think Aloud) |  | RT  Rounding and Estimation  Independent:  Area/Perimeter/Time  Two Groups:  1)Rounding  3rd-Rounding to tens and hundred  4th-Rounding  Multi-digit numbers  Estimation if time allows | RTI  Pending on assessment  Small groups  Division/Mulriplication practice |
| Writing:  Objective: Develop Narrative Ideas by planning a problem and solution scene with a prompt.  -Model filling out writing map  Assessment-Problem/Solution Organizer | Writing:  Objective: Students refer to literary devices and explain how they establish mood, tensions, and character’s emotions  Language: Students orally explain how similes create a strong image.  Assessment: Students use two literary devices in their story |  | Writing:  SW identify what elements of the story will be included in their draft and discuss orally in pairs and being planning their drafts using a graphic organizer.  Students will practice using a rubric and explain what they ha completed and work to be done.  I: Model how to use rubric with mentor text.  -Students read first  We: Students read another mentor text and notice the differences  You: Check to make sure your story has everything included in the rubric  Conferences: Georgine, Ayantu, Kevin, Abdi  Language: To be successful, I completed \_\_\_\_\_\_\_\_\_ in my rubric. I need to work on….. | SW identify what elements of the story will be included in their draft and discuss orally in pairs and being planning their drafts using a graphic organizer. |
| Reading:  Understand Character attributes by inferring with text clues  Read aloud: Encounter  Students discuss inferences made about Native American Chief and European chief  Assessment: I know that the European chief is…. I know this because…. | Reading:  Objective:  Describe how a character develops by referring to evidence in the text and discussing with a partner  Review The True Story of the Three Little Pigs  Assessment: The \_\_\_\_\_\_changes in the story. I know this because. |  | Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “The important idea is \_\_\_ because \_\_\_”    I: Introduce expectations and requirements for writing a good main idea( Main characters+ Problem Solution)  -Model with “ A Days Work”  -Students write one themselves then discuss with a partner and write a perfect one together.  -Show example of a perfect one.  Independent: Students write a main idea for “The true story of the three little pigs”  Guiding Reading Groups: Stevie, Faustine, Juanisa, Georgine, Danh  “The Paper Crane” | Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “An important idea is \_\_\_ because \_\_\_, a supporting idea is \_\_\_\_\_.” |